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EXCEPTIONAL CHILDREN, ADMINISTRATIVE GUIDE FOR SPEECH CORRECTION PROGRAMS IN LOCAL SCHOOL DISTRICTS.

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THIS BULLETIN LISTS GUIDELINES FOR DEVELOPING AND ADMINISTERING A SPEECH CORRECTION PROGRAM, WITH EMPHASIS ON THE RELATIONSHIPS BETWEEN THE FOLLOWING AGENCIES--STATE DEPARTMENT OF EDUCATION, LOCAL SCHOOL DISTRICT, SPEECH CORRECTIONIST, CLASSROOM TEACHER, AND PARENT. THE RESPONSIBILITIES AND FUNCTIONS OF THE STATE DEPARTMENT OF EDUCATION ARE DEFINED. THE DUTIES OF THE LOCAL SCHOOL SUPERINTENDENT, PRINCIPAL, AND SUPERVISORS ARE DISCUSSED. THE RESPONSIBILITY OF THE SPEECH CORRECTIONIST IS DISCUSSED IN THE FOLLOWING AREAS--(1) LOCATING AND TESTING CHILDREN, (2) SELECTION OF CASES, (3) GROUPING, (4) SCHEDULING, (5) FACILITIES AND EQUIPMENT, (6) RECORDS AND REPORTS, AND (7) PROFESSIONAL STATUS. THE ROLES OF CLASSROOM TEACHERS AND PARENTS ARE OUTLINED. THE NEXT SECTION OF THE BULLETIN LISTS REFERRAL AGENCIES IN KENTUCKY WHICH MAY ASSIST THE SPEECH CORRECTION PROGRAM. THERE IS A 45-ITEM BIBLIOGRAPHY OF REFERENCES AND SOURCES OF MATERIALS. APPENDIXES INCLUDE INFORMATION ON TEACHER CERTIFICATION, CRITERIA FOR APPROVAL OF CLASSROOM UNITS, AND SAMPLE RECORD AND REPORT FORMS. THIS DOCUMENT IS THE COMMONWEALTH OF KENTUCKY EDUCATIONAL BULLETIN, VOLUME 31, NUMBER 9. (AB)

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Administrative Guide

for

Speech Correction Programs

In Local School Districts

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FOREWORD

This Educational Bulletin contains guide lines for the administration of public school speech correction programs in Kentucky. These guide lines pinpoint the responsibility of the Division of Special Education, Department of Education, the local school district, the classroom teacher, the parents and the speech correctionist.

In this Bulletin, you will find suggestions for enrollment, grouping, supervision, selection, diagnosis, materials and reference information to assist in the development of a speech correction program in a local school district. It is emphasized that the material presented in this Bulletin is not regulatory in nature, but merely suggestions and recommendations. However, implementation of these recommendations should enhance the success of a speech correction program.

Appreciation is expressed to Mr. Donald Clopper, former Supervisor in the Division of Special Education, who had the primary responsibility for the preparation of this Bulletin.

Wendell P. Butler
Superintendent of Public Instruction

INTRODUCTION

Man's ability to communicate with his fellow man is one of the prime requirements of our modern society today. The most important facet of present day mass media of communication is that of speech. Speech provides men with the opporunity to share their thoughts with one another and to expand their horizons of learning and understanding. Without speech, man is lost from his society, unable to work and live fully with his fellow man. A child whose speech is not understandable, or who speaks in a manner that causes him embarrassment or ridicule, has lost his place in the world of other children and adults.

Basically, a speech correction program functions to provide as much assistance as necessary to help the speech handicapped child overcome his problem and attain his individual place in his society.

It is the purpose of this guide to provide school administrators, classroom teachers and parents of speech handicapped children with an understanding and a knowledge of a speech correction program. Further, it will familiarize these persons with their individual roles in such a program. Finally, as an assistance to the beginning speech correctionist, this guide contains a detailed resume of the suggested procedure to be followed in starting a new speech correction program.

The most important objective of this guide is to aid in the development of a better understanding of public school speech correction programs by administrators, teachers and parents. It is hoped that the speech correction program will become a more efficient, effective integral part of the school and community as a result of this bulletin.

Stella A. Edwards, Director
Division of Special Education

STATE DEPARTMENT OF EDUCATION

State-wide responsibility for providing leadership and guidance to public school speech correction programs in Kentucky is invested with the staff of the Division of Special Education in the State Department of Education. The Division carries out administrative and consultative services that provide assistance to local school districts for the initiation, development and expansion of speech correction programs in Kentucky public schools.

The Division of Special Education attempts to meet its responsibility to speech correction programs through the following three main functions:

1. Administration and supervision of the program of speech correction at the state level. It is the purpose of this function to provide a broad framework and minimum standards for use by local school districts in establishing and maintaining speech correction programs. Also, it helps to create an understanding of the need for such program at the state level.
2. Administration and supervision of speech correction programs in local school districts. The purpose of this function is to assist local school districts in planning, establishing and maintaining speech correction programs.
3. Consultation and coordination of services with other state, national, public and private agencies dealing with speech handicapped children. The main purpose of this function is to insure a balanced program of speech correction services, promote a total understanding of the problems in speech handicapped children and avoid unnecessary duplication of services.

Implementation of these three functions in relationship to the State speech correction program is carried out by the Division of Special Education on three different levels. The first function, administration and supervision of the program of speech correction at the state level, is primarily implemented within the Department of Education and is handled through the following different procedures:

1. Promote the passage of legislation to insure adequate programs for speech handicapped children.
2. Development of regulations for presentation to the State Board of Education to serve as guides to local school districts in establishing and maintaining speech correction programs.[1]

[1]A copy of the general criteria for classroom units for exceptional children can be found in the Appendix.

3. Cooperate with other state, public and private agencies to insure the development of the services of all in the best interests of speech handicapped children. Examples of these agencies would include: Kentucky Commission for Handicapped Children, Kentucky Society for Crippled Children, United Cerebral Palsy of Kentucky.
4. Work cooperatively with other Divisions and Bureaus within the Department of Education in the proper development and maintenance of speech correction programs. This is particularly important in giving final approval to speech correction programs for the allotment of Foundation Program funds. In addition, the development of certification requirements for speech correctionists in the public schools is a product of this cooperative effort within the Department of Education.[2]
5. Preparation of bulletins, guides, etc., on speech correction programs in the public schools of Kentucky.
6. Develop and coordinate policies and procedures relative to the reporting of speech correction programs in local school districts to the Director of the Division of Special Education.

The implementation of the second function, administration and supervision of speech correction programs in local school districts, takes place basically within the local school district and is carried out through the following steps:

1. Stimulate local school districts to initiate and develop speech correction programs.
2. Assist local school districts in identification and diagnosis of speech handicapped children by means of speech surveys. It is necessary for the Division of Special Education to provide this service since the number of persons qualified to render such service in Kentucky is very limited.

   A survey is handled in the following manner: (1) a teacher orientation is held wherein a brief discussion is presented to the teachers concerning the different types of speech problems, the simple methods of correcting such speech problems, the operation of a speech correction program and the role of the classroom teacher in the operation of the speech correction program. (2) The teachers are requested to refer children

[2]A copy of the new certification requirements for public school speech correctionist can be found in the Appendix.

suspected of having a speech problem. (3) Each child referred by a teacher is then given a speech evaluation to determine if the child needs the service of a speech correction program. (4) Following the survey, a complete report is prepared by the Division of Special Education. This report contains general recommendations for the school district and specific recommendations for each child examined during the survey. This report indicates whether or not there is a need for a speech correction program in the school district.

3. Assist local school districts in selection of speech correctionists, classroom facilities, and special instructional materials and equipment in keeping with the special needs of the speech correction program.
4. Work with local school district personnel relative to the tentative allotment, annual audit and final approval of classroom units for speech correction programs.
5. Interpret statutes and State Board of Education regulations concerned with the development and maintenance of speech correction programs in local school districts.
6. Plan workshops for teachers, school administrators and other interested persons to provide an understanding of speech correction.
7. Serve as *in-service consultants to local school districts.*
8. Assist local school districts in the utilization of services available from other local and state agencies dealing with the speech handicapped.

The following procedures are used to implement the third function, consultation and coordination with other state, national, public and private agencies dealing with speech handicapped children, which takes place mostly within areas dealing with all other interested agencies and persons in the field of speech correction:

1. Carry out consultation and coordination activities with public agencies who have responsibility for the diagnosis, treatment and rehabilitation of speech handicapped children. Such agencies would include: Kentucky Commission for Handicapped Children and the Bureau of Rehabilitation Services.
2. Promote and carry out a program of cooperation and coordination with private agencies having programs for speech

handicapped children. Such agencies would include: Kentucky Society for Crippled Children, United Cerebral Palsy Association.

3. Consult with institutions of higher learning with regard to recruitment of persons to train as speech correctionists and development of preparation programs in the area of speech correction.
4. Act in an advisory capacity, upon request, to private groups maintaining programs for speech handicapped children.
5. Serve as representative of Kentucky to state and national professional organizations dealing with the speech handicapped. Such organizations would include: Kentucky Speech and Hearing Association and the American Speech and Hearing Association.

As will be noted, the primary role played by the State Department of Education through the Division of Special Education in reference to speech correction programs can best be defined by one word: Leadership. However, it should be pointed out that the leadership role of the Department of Education is only one facet to be considered in building a strong speech correction program in the local school districts. The role of the local school district, the speech correctionist, the parents and the classroom teacher are as important and must be given equal consideration in the development of every speech correction program in the public schools.

LOCAL SCHOOL DISTRICT

The local school district is charged with the primary responsibility for the direction and maintenance of its speech correction program. The over-all effectiveness of the local speech correction program depends largely upon the leadership and cooperation of the local school administrative staff. Those administrators most closely connected with the speech correction program and therefore most important to it, are the superintendent of schools, the school principals, and school supervisors (Director of Pupil Personnel, Elementary Supervisor, General Supervisor or Supervisor of Special Education).

School Superintendent

Since the local superintendent is the chief administrative officer of the local school district, his cooperation and support are most important to the success of the initial organization of a beginning speech correction program. His assistance can be most valuable in making the school and community aware of the program and of the benefits that it will offer. His assistance is also necessary in making the program an equal part of the total educational program. In addition, it is the responsibility of the local superintendent to be familiar with all State School Laws and State Board of Education Regulations that concerns the speech correction program and its place in the total educational structure.

Building Principal

Next in importance for the continuing success of the speech correction program is the individual building principal within the school district. The cooperation, assistance and understanding of this administrator is essential if the speech correction program is to achieve its goals. The principal may greatly aid the development of an effective program by:

1. Creating within the school building an atmosphere of acceptance of the speech correction program.
2. Making the speech correctionist feel a part of the school staff by arranging for him to be included in all staff activities and programs within the school. This will help to integrate the speech correctionist with the total school staff.
3. Coordinating the speech correction program with the other special services offered by the school. In this way, the child

will be able to receive the benefits of a total educational program.

4. Providing an adequate place for the speech correctionist to work. The selected room should be given over to the exclusive use of the speech correctionist on the day he visits the school. A constantly shifting environment is not conducive to a good program.
5. Securing all necessary equipment that is needed by the speech correctionist within the school building.
6. Giving the speech correctionist pertinent data concerning the family background or scholastic record of all children enrolled in the speech correction program. Such information will be helpful to the speech correctionist in gaining insight into the children he is working with in the program.
7. Assisting the speech correctionist to work out a class schedule. This will help to resolve any conflicts that might arise with the schedules of other visiting teachers (Art, Music, Remedial Reading).
8. Encouraging classroom teachers to send children promptly to the speech correction class, to carry out follow-up suggestions made by the speech correctionist and to talk with the speech correctionist concerning any speech or language development problems that they might note about the children in their classrooms.
9. Notifying the speech correctionist in advance when special activities or programs will prevent children from attending the speech correction class. This way the speech correctionist will be able to put the lost time to good use through parent conferences, home visits, etc.
10. Visiting the speech correction classes as he does the regular classrooms. (This will provide the opportunity for the speech correctionist to receive assistance from the principal on matters of general educational practices and, at the same time, it will give the principal an opportunity to gain a clearer understanding of the speech correction program.
11. Arranging for classroom teachers to visit periodically in the speech correction class. These observations will help the teacher to better understand how he can assist the speech correctionist and the speech handicapped child in her room.

12. Arranging for the speech correctionist to talk with parent, teacher and other community groups about his program. By being familiar with the speech correction program, these groups can better understand their role in the program.

The principal should be fully aware that his main responsibility to the speech correction program is to see that it becomes as much a part of the school program in the principal's building as possible. The more firmly integrated the speech correction program is with the total building program, the more easily the program can work toward achieving its goals.

Supervisor

Very often the local superintendent of schools may delegate the responsibility for supervising the speech correction program to a supervisor. This person may be the Director of Pupil Personnel, Elementary Supervisor, General Supervisor or Supervisor of Special Education. Whatever the title, this supervisor is given the responsibility of directing and supervising the speech correction program. In this work, his duties may include:

1. Assisting the speech correctionist to arrange a workable district-wide schedule.
2. Establishing a definite policy concerning the speech correction program and its relationship to the total school program. This policy should be discussed with classroom teachers, principals and the speech correctionist. A definite policy will be most helpful in making a favorable attitude for the speech correction program with the entire school staff.
3. Assisting in the integration of the speech correction program into the district's total school program.
4. Arranging with individual school principals for adequate classroom facilities for the speech correction class.
5. Helping the speech correctionist to secure the materials and equipment necessary to his particular program.
6. Assisting the speech correctionist to find methods in which he can use his specialized information and training to help the classroom teacher.
7. Visiting speech correction classes periodically to gain a better understanding of the speech correctionist's work.
8. Arranging periodic conferences with the speech correctionist.

9. Assisting the speech correctionist to maintain records, reports and other information necessary for the speech correction program. Particularly important are those records and reports that are required by the State Department of Education and the local board of education.

10. Scheduling opportunities for the speech correctionist to discuss and explain his program to lay and professional groups within the school and community.

All of the duties of the supervisor for the speech correction program are not listed in the above items. The supervisor is also responsible for making a continuing evaluation of the speech correction program through reports from the speech correctionist, visits to the speech correction class and conferences with parents, teachers and principals concerned with the program.

Comprehensive supervision is a pertinent factor in the development of a successful speech correction program.

SPEECH CORRECTIONIST

In Kentucky, the public school speech correctionist is faced with a very challenging task. Frequently, the speech correctionist is the only member of his speciality in the school district. Even so he has an obligation to work cooperatively with the school district staff to develop standards and establish policies for his work that will result in a thorough, efficient program. The speech correctionist must include in his organizational plan certain principles which are fundamental to the establishment of a good speech correction program in order to meet his responsibility to the children with speech handicaps, the classroom teacher, the parent, the school and community.

Areas of organization that should be considered by the speech correctionist in setting up the program are (1) locating and testing of children, (2) selection of children for enrollment, (3) grouping, (4) scheduling, (5) facilities and equipment, (6) records and reports and (7) professional status.

Location—Testing

The beginning of any speech correction program starts with the task of locating the speech handicapped children who will be enrolled in the program. In Kentucky, this problem is frequently handled through a speech survey that is conducted by the Division of Special Education, State Department of Education.[1] However, when the program is initiated without this service, then it becomes the speech correctionist's responsibility to arrange a survey or screening method. Depending on the size of the school district concerned, it is suggested that the screening follow one of three methods: (1) If the district is small, screen each child. (2) If the district is too large to permit individual screening of all children, then have classroom teachers refer children suspected of speech difficulty, or (3) a combination of screening and referral in which the speech correctionist screens selected grades in the district and accepts referrals from the grades not screened. The speech correctionist can make his own selection of testing materials for the speech screening; however, in doing so, he should try to include material that is short but varied enough to elicit the three main types of speech: conversational, reading and naming.

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[1]Explained in Section on State Department of Education.

After the screening process has been completed, the speech correctionist should re-examine all children found to have some degree of speech difficulty. This re-testing should be thorough and detailed as it will form the basis for deciding if the children need to be enrolled in the speech correction program. The speech correctionist will need testing materials that will provide him with sufficient information for making a complete diagnosis. These materials should include a detailed articulation test, a hearing evaluation, case history, educational history, psychological examination, and complete medical examination.[2] Besides providing the speech correctionist with information for making a diagnostic evaluation of the speech problems, this detailed examination will offer the speech correctionist a basis for selecting the children for the program.

Selection

After the speech correctionist has determined which children in the school district have speech problems, he may find that the enrollment is too large for one person to handle. Therefore, he must make a decision as which children should be referred to a speech clinic, which children should be referred to other agencies (Audiology and Psychology Clinics, etc.) and which children should be taken care of through a speech improvement program in the regular classroom. In making this decision, the speech correctionist should be governed by the following criteria:

Degree of Severity—In terms of this principle, the case selection should be made with the objective of providing the speech correctionist with a variety of different degrees of severity of speech problems in the program. As previously pointed out, the severity of some of the problems will necessitate referral to another agency; still other problems of less degree may be placed on a waiting list. The prime area of consideration for this point should be that an effective speech correction program should contain a workable balance between the degrees of difficulty: severe, moderate and mild.

Type of Problem—As is true when selecting cases with varying degrees of severity, it is also desirable for the speech correctionist to include different types of speech problems in the selection of the enrollment for the program. No speech correction program should be concerned with only one type of speech problem and no speech correctionist should so concentrate his work as to spend most of his time with one

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[2]Examples of some of this material can be found in the Appendix.

particular type of speech problem. A balance in the types of speech problems to be included in the program is necessary so that the speech correctionist will have an opportunity to gain experience in working with all speech problems.

Intelligence Level–Does the child have sufficient mental ability to profit from the speech correction class? Should the mentally retarded child be included in the program? These two questions concerning intelligence are very important to the speech correctionist and should be answered before the program is started. It is believed that the answer to these questions can be found in two words: time and co-operation. While these two words are important for all children, they are even more important when used with the mentally retarded child. Because of their retarded ability, these children need much more time and cooperation in their remedial work than does the average child. It is difficult to establish a set rule concerning the inclusion of the mentally retarded child in the speech correction program; however, it is recommended that those children diagnosed as educable mentally retarded be considered for enrollment in the program. Research has shown that the educable mentally retarded child can profit from a speech correction program.

Before making a decision on the enrollment of an educable mentally retarded child into the speech correction program, the speech correctionist will want to consult with the child's parents, teachers and the school psychologist. Such consultation will be useful to the speech correctionist in planning his work with these children. It should be kept in mind that educable mentally retarded children can profit from enrollment in a speech correction program.

A decision concerning the inclusion of trainable mentally retarded children in a speech correction program should be based upon the same criteria as that for educable mentally retarded children. The basic factor to keep in mind is: How much can the children profit from the program?

Maturity Level–Studies of language development have indicated that some speech problems of young children may be the result of immaturity. This information should be used by the speech correctionist in the selection of children for the program. Caution should be used in enrolling children from kindergarten or first grade in articulation classes since many of these children may not have matured sufficiently to have developed some of the speech sounds. In many cases of immature speech development, the children can be helped

through speech improvement work which can be carried on through the regular classroom teacher with guidance from the speech correctionist.

Prognosis—It is difficult to predict the results of each child's progress in the correction of his speech problem. However, this type of prediction is of concern to the speech correctionist when he is selecting children for the program. In making a prognosis, the speech correctionist must give equal weight to the following basic factors: stimulatibility, organic involvement, consistency of the problem, child's intelligence, and the attitude and cooperation of the child, his parents and teachers toward the problem and the program.

Speech Improvement—As usually defined, speech improvement is that activity which is carried out with large groups of children (usually whole grades or classrooms) for the purpose of developing better general speech habits. It is difficult to determine the exact place of speech improvement activities in the speech correction program. Basically, speech improvement can be done by the regular classroom teacher and does not call for the assistance of a qualified speech correctionist. These children usually do not have speech handicaps. It is felt that the speech correctionist should be involved only in speech improvement activities that have a direct connection with the speech correction program. It should be remembered that the speech correctionist's first duty is to the program and the children enrolled in it.

It is pointed out that the above criteria should be considered as a whole and not singly when applying them to selection of children for enrollment in the speech correction program. The correctionist is charged with the serious responsibility of considering each child individually and carefully before making a final decision on its future status.

Grouping

This area of consideration appears to be one of the most widely discussed topics in speech correction. Also, it is very difficult to find agreement in the profession on this subject; however, one point seems to be clear: the size and structure of the enrollment for public school speech correction programs makes grouping the most feasible method. Of course, a few of the children selected for enrollment will need individual attention as a supplement to group work. Therefore, the speech correctionist is obligated to structure his program schedule to provide for both types of situations.

In structuring the groups, the speech correctionist should keep in mind that the smaller the size of the group, the more accomplished.

Research has shown that the most effective and efficient size for a speech class is 3 to 5 children. This figure is recommended for programs in Kentucky. In addition to size, the correctionist should attempt to make the groups as homogeneous as possible in terms of age, grade, type of problem and prognosis. It is not wise to mix different types of speech problems such as articulation and stuttering unless special circumstances warrant such grouping. When structuring group activities, it should be remembered that the work should have a two fold purpose: group interaction, and individual attention.

Additional information concerning this subject will be found in the section on scheduling.

Scheduling

The schedule of classes prepared by the speech correctionist is the prime determinant in the development of a speech correction program. This is the point in the planning where the speech correctionist must consider all elements of the program and mold them into a unit which will form the foundation for an effective and workable program.

In formulating the schedule, the speech correctionist should be guided by the following suggestions:

A. The State Board of Education Regulations specify the case load for the speech correctionist in Kentucky as 75-100 children per week.

B. Schedules should be worked out on a cooperative basis between the speech correctionist, other itinerant teachers, classroom teachers, building principals, and supervisors. Whenever possible, it is recommended that the speech correction program not interfere with play periods, rest periods or lunch periods. It is also recommended that the speech correctionist try to arrange his schedule so that children who are deficient in a particular subject are not scheduled for speech class at the time that subject is given in the classroom.

C. Schedules should be so arranged that each child receives a minimum of thirty (30) minutes of class time per week. This time period is considered the least amount sufficient to obtain tangible results from the speech correction program. It is recommended that, if the amount of time can be increased, the speech correctionist should arrange his schedule to allow

for more class time. It is recommended that whenever possible the speech correctionist should arrange his schedule so as to provide the maximum amount of class time possible.
If thirty (30) minutes of class time per week is used by the speech correctionist in his scheduling, then it is left to his discretion as to whether the class time will be in one or more sessions. If the speech correctionist decides on more than one class session per week, it is pointed out that the minimum amount of time for each session should not be less than fifteen (15) minutes. Smaller division of the thirty (30) minutes per week for class time will result in an ineffective program.

D. The number, size and location of the school buildings within the school district is an important factor to be considered by the speech correctionist when he makes his schedule. To schedule the program in a large number of schools which requires an extreme amount of travel time tends to reduce the over-all effectiveness and efficiency of the speech correction program.[3] If the school district is too large for one speech correctionist, then a "Block Plan" may be considered. Under this plan, the speech correctionist would arrange the schools in his district into convenient groups according to distance, size and location. The speech correctionist then would work out a schedule whereby he would work in one group of schools for one part of the year and another group of schools for another part of the year. However, it is emphasized that a final decision on this matter can only be made after the speech correctionist and his supervisor make a careful study of the needs of the school district.

E. If possible, one-half day each week should be scheduled for coordination purposes. During this time period, the speech correctionist should take care of such matters as report work, examination of new cases, parent, teacher and principal conferences, and other professional activities. It is felt that since the speech correction program is itinerant, this time is most necessary to the program.

F. Once a schedule is developed, every effort should be made by all persons concerned with the schedule to see that it is carried out and maintained as originally planned. Nothing

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[3]Supported by a study, "The Effectiveness of a County Public School Speech Correction Program in Pennsylvania," March, 1958. Unpublished.

adds more stability to the program than a consistent daily schedule.

G. All persons concerned with the speech correction program should have a copy of the schedule as it pertains to them. The Superintendent's office should have a copy of the entire school district schedule. Each school principal should have a copy of his building schedule and each classroom teacher should have a copy of the schedule for her room. It is recommended that each parent be provided with a copy of his child's schedule so that the parent may be able to visit the program if they so desire.

H. Once the schedule has been set and all persons concerned with it have been oriented to their part of the schedule, then the speech correctionist should have full cooperation in seeing that the schedule is maintained. The Superintendent should urge the building principals to arrange special events and programs around the speech correction program whenever possible. Principals should emphasize to the classroom teacher the need to follow each room schedule and, in turn, the classroom teacher should assume the responsibility for sending the children to speech class promptly.

Perhaps no single item is more important to the speech correction program than the schedule. Many adjustments must be made and full cooperation of all persons concerned with the program is necessary. It should be helpful to always keep in mind that the need of the child is the prime consideration of the program.

Facilities and Equipment

Since the speech correction program is itinerant in structure, it is necessary that the speech correctionist have working space and materials at each of the schools in his program. It is a difficult problem for the speech correctionist to secure in some school buildings facilities that are adaptable to his needs and program. Another problem faced by the speech correctionist is the selection of materials and equipment that will answer the needs of the program and at the same time be easily transportable.

The following outline of recommendations concerning facilities, equipment and materials has been compiled to assist the speech correctionist with these two problems. In reviewing this outline, it should be remembered that the items on the list are merely recommendations and are *not* mandatory for a speech correction program.

The final decision for the selection and/or purchase of such items is the responsibility of the local school administration and speech correctionist. This outline is offered as a guide.

Classroom (one room in each school)

a. Need not be a full classroom–should be large enough to accommodate six to eight people.
b. Should have adequate lighting, heating, ventilation, and electrical outlets.
c. Should be located preferably on the ground floor near the elementary grades and away from cafeteria, gym, playgrounds, etc.
d. Should contain: One or two round tables
   Six chairs (five pupil chairs–one adult)
   Wall mirror
   Storage space for class materials
   Adequate blackboard and bulletin board space

Central Office

a. Should be located near Superintendent's office or office of person responsible for supervising the speech correction program.
b. Should be large enough for speech correctionist to keep records, store materials and hold conferences. Arrangements should be made to accommodate more than one speech correctionist.
c. Should have adequate lighting, heating, storage cabinet and ventilation.
d. Should contain: Teachers desk (consultation type)
   Two or more adult chairs
   Typewriter (or access to one)
   Telephone (or access to one)
   File cabinet which can be locked
   Access to duplicating equipment

Teaching Aids and Materials

a. Professional books and pamphlets
b. Phonic materials, picture and word cards, games, charts, workbooks, testing materials, etc.
c. Flannel board, cork board and blackboard
d. Flashlight, stopwatch, small hand mirrors
e. Speech stimulation toys and games

Expendable Materials

a. Tongue depressors
b. Construction paper
c. Crayons, pencils, paste, scissors
d. Manila folders
e. Tissues
f. Paper cups and straws
g. School stationery, typing paper, carbon paper

Equipment

a. Portable audiometer with air and bone conduction equipment
b. Tape recorder and tapes
c. Record player and speech records

It is emphasized again that the above list is just a recommendation and that final selections of materials and teaching aids should be left to the prerogative of the local school district.

Professional Status

The position held by the speech correctionist within a local school district is unique to define in terms generally applied to regular classroom teachers. However, the position does carry with it certain definite obligations which, when met, will help to establish the professional status of the speech correctionist in the school district.

Within the school district, the speech correctionist should have the same status as a regular classroom teacher or other special education teachers. In turn, the speech correctionist should be subject to the same standards and procedures that govern the regular classroom teacher or other special education teachers. This is particularly important in such areas as: working hours, attendance at meetings, absence from school and extra duties. A note is made concerning the attendance of the speech correctionist at PTA and faculty meetings in the school district. Effort should be made by the speech correctionist to attend as many of these meetings as possible each year. Attendance at these meetings should not only be as an observer, but also as an active participant in the programs of both organizations.

Supervision of the speech correction program has long been a difficult area since the speech correctionist is generally an itinerant person coming under the direction of several different levels of supervision. In the section of this Bulletin dealing with the local school district, suggestions concerning this supervision were made. Special emphasis is now called to the point that the speech correctionist is as much in need of the guidance and leadership provided

by strong constructive supervision as is the regular classroom teacher or other special education teachers. Sometimes due to the specialized nature of his program, the speech correctionist will be responsible for his own supervision. Such responsibility should be given only if it is established on a strong relationship and from a demonstrated ability and judgment on the part of the speech correctionist. In some situations, such supervisory responsibility might enhance the progress of the speech correction program; however, when the speech correction program is relating to the total school program, the supervision should be the same for speech correctionist as for regular classroom teachers or other special education teachers. As is true with any school program, supervision based on understanding, experience and cooperation is the best foundation on which to build a sound speech correction program.

It is not the purpose of the above suggestions to hinder the progress of the speech correction program or over burden it with excessive supervision. Basically, the purpose of these suggestions is to help integrate the speech correction program into the total school program. It should be remembered that the speech correction program may start in the local school district with several disadvantages. First, it may be a new program that is unknown to most of the people in the school district. Second, the methods used by the speech correctionist are sometimes new to educators. Therefore, it is the task of the speech correctionist to overcome these disadvantages and bring the program into closer contact with the school and community. A speech correction program cannot be expected to succeed unless it is understood and accepted by the persons who come in contact with it. It is, therefore, the first responsibility of the speech correctionist to achieve this understanding and acceptance of the program and then to build from that foundation a program that will be a contribution to the well-being and growth of the school and community.

Professional Organizations

For information concerning membership in educational organizations, the speech correctionist should contact his local school superintendent. For membership information about three of his professional organizations, the speech correctionist should contact:

Kentucky Council for Exceptional Children
Division of Special Education
State Office Building
Frankfort, Kentucky

Council for Exceptional Children
1201 16th Street, N.W.
Washington 6, D. C.

Kentucky Speech and Hearing Association
Division of Special Education
State Office Building
Frankfort, Kentucky

American Speech and Hearing Association
1001 Connecticut Avenue, N.W.
Washington, D. C.

Professional growth and status can be measured and attained in no better way than through the organizations in which the speech correctionist is a participating member.

To further establish a strong professional status, the speech correctionist should always take advantage of each opportunity to grow in experience and knowledge. This is particularly necessary in the field of speech correction, since methods are constantly changing. One good method of keeping aware of the fast-moving changes that are taking place in the fields of education and speech correction is through professional organizations. Each speech correctionist will want to be a member of the local, regional, state and national educational organizations, as well as the state and national organizations of his profession.

Records and Reports

Of prime importance to any program is a system of adequate records and reports. Wide variation can be found in the available information concerning this aspect of planning for a speech correction program. This is especially true in trying to find answers to the questions of how may records and reports should be kept and to whom such records and reports should be given. Following is some information on records and reports pertinent to speech correction programs in Kentucky.

State Reports–On the state level, two reports are required by the Division of Special Education, Department of Education, from local speech correction programs. Form HC-9, Semi-Annual Report for Classroom Units for Speech Correction Programs, which is a general schedule report submitted at the beginning of each school semester. Form HC-16, Final Annual Report for Speech Correction Program, is submitted at the end of each school year and contains a complete

and detailed account of the activities of the local speech correction program. Copies of these forms are mailed to the local school district prior to the time they should be submitted to the Department of Education. Examples of these two report forms can be found in the Appendix of this guide.

Local Reports—At the local level, it is recommended that the speech correctionist submit some type of report to all persons concerned with the speech correction program. The local Board of Education and Superintendent should receive a district-wide report on the activities of the program. Each school building principal should be given a report on the progress of the program in his building. Also, each classroom teacher should receive a report on the work of the children in her room who are enrolled in the speech correction program. In addition, the parent should be given a progress report on his child's work in the program. Finally, a summary report on each child enrolled in the program should be placed in the child's cumulative record folder for future reference. The actual details on size, scope and frequency of each report can be worked out with each of the persons receiving those reports.

Records—Of equal importance to the speech correction program is a system of records that will provide the speech correctionist with complete, accurate and necessary information about each of the children enrolled in his program. The speech correctionist should maintain records on each child that include the following:

Articulation Test or Speech Inventory Record

Audiometric Test Record

*Case History Record (Medical History Included)

Psychological Report Record

*Educational History Record

Individual Daily Record

Suggested forms for those items starred can be found in the Appendix. Since there is a wide variety of forms available for articulation testing, audiometric testing, psychological reporting and individual daily reporting, no examples were provided in the Appendix. Instead, it is suggested that the speech correctionist review those forms available and select the ones that can be most useful to his program.

There have also been provided in the Appendix some examples of other records which the speech correctionist might find helpful to his program.

This list includes:

Teacher Referral Record

Classroom Teacher Report Record

Parent's Report Record

Individual File Card Record

The speech correctionist should feel free to make any changes on the suggested forms which are necessary to his particular program. Also, he should consider using other materials than those suggested if the need arises in his program.

In handling the information obtained from his records, the speech correctionist should recognize the need to maintain the strictest confidence. Much of the data will be of a professional nature and should only be released to professional persons for professional reasons. It is suggested that the speech correctionist should not release any information from his records without proper explanation. More specific criteria for the disposition of information contained in the records and reports of the speech correction program should be worked out by the speech correctionist and his supervisor.

It is not the purpose of these suggestions on reports to place an unusual amount of paper work on the speech correctionist; however, it is felt that the above recommended reports are essential to a well-established speech correction program.

CLASSROOM TEACHER

It is important to the smooth operation of a public school speech correction program to have the full cooperation of all classroom teachers in the school buildings included in the program. This factor is important not only to the program but to the children who are enrolled in the program. There are many areas of mutual concern where cooperation between the classroom teacher and the speech correctionist may result in easier and quicker correction of children's speech problems.

First, the classroom teacher is invaluable as a source of referral of children who are in need of speech correction. With his assistance, it is possible for the speech correctionist to render a wider and better service to the school and the children.

Second, the classroom teacher can assist the speech correction program by helping the speech handicapped children in his room develop a sense of carry-over in their speech correction activities from the speech class to the regular classroom. The incorporation of short speech activities into the regular classroom program can easily be accomplished without placing an extra burden on the classroom teacher. It is suggested that such activities be used as a speech improvement program for all the children in the classroom. In this manner, the speech handicapped children will not be embarrassed by an unusual amount of attention and the other children in the classroom would benefit from developing better speech habits.

Third, the classroom teacher is an important source for background information about the speech handicapped children in his room. Through teacher-speech correctionist conferences, the teacher can provide much information that will help the speech correctionist understand the strengths and weaknesses of the children enrolled in his program. Such conferences are also a means by which the speech correctionist can learn how serious an effect the speech problems have on the children in their relationships with their peers and their school environment.

Some other points that can be used by the classroom teacher to assist with the speech correction program and the speech development of the children in her room are:

1. All classroom teachers should be aware that they are serving as "good speech models" each day in their classroom. The example they set is most important in the primary grades where good developmental imitation is vital.

2. The alert classroom teacher will involve the teaching of speech in all classroom activities. Such speech improvement work will be helpful to good speech development for all children.
3. A stimulating classroom will be conducive to stimulating speech production. Such a classroom would be abundant in pictures, models, objects, and displays of student work.
4. General speech improvement can be encouraged through various activities such as: dramatics, recitations, public speaking and effective listening activities.
5. One method to stimulate speech improvement is to have all children learn to discriminate between sounds: listening activities are most useful in this area.
6. A relaxed and tension-free classroom atmosphere is necessary for the development of speech improvement activities.
7. The teacher should act as a guide to present words and sounds for the children to hear and imitate. This is most important since the basic technique for speech improvement is imitation.
8. Correction of specific speech defects should be under the complete direction of a qualified speech correctionist. The environment for speech correction activities should always be friendly and helpful. A threatening manner will often be harmful to the child and may prolong the speech problem.
9. Any child who shows evidence of repeating words and/or sounds and/or hesitating should not have any pressure applied to participate in speaking situations in the classroom. The development of a calm, relaxed classroom environment is most essential in this case. No attention should be directed to the child's difficulty.
10. The classroom teacher should avoid any specific diagnosis of a child's speech problem. Such "labeling" can be most harmful if not handled by a qualified speech correctionist. When in doubt about any child's speech development, the classroom teacher should not hesitate to refer the child to the speech correctionist for a complete examination.

A strong cooperative attitude on the part of the speech correctionist and the classroom teacher, plus a clear understanding of the role of each in the speech correction program, is an important element toward making the program an essential part of the total school program. The success or failure of the program rests on this point.

PARENTS

One of the most valuable assets to any public school speech correction program are the parents of the children enrolled in that program.

The speech correctionist is able to gain, through the parents of speech handicapped children, much information that will be useful in working with these children. One of the most important contributions parents can make under this point is to provide background information on their children to the speech correctionist. Pertinent details about the children's early development, particularly in the area of speech, will add much to the speech correctionist's understanding of the children and their speech problem.

Without the assistance and cooperation of the parents, the speech correctionist has only a partial program that will have little success in attaining its goals. The most important facet of this point is the valuable information the parents can supply concerning their children's home environment. It is even helpful to the speech correctionist to have an account of the children's daily schedule at home. Such information will help the speech correctionist and the parents to place proper perspective on the home environment as it pertains to the children and their speech problem. A knowledge of the problems faced by the speech handicapped child in his family situation may play a major role in the success or failure of the speech correction program.

Finally, the parents can be an important channel through which the speech correctionist can extend the activities of the speech correction program from the speech class into the home. The most important role of the parents in this point is to make the correction of the speech problems an important part of their children's daily activities outside the school and thus create a carry-over of what is learned in the speech class. Toward that end, it is necessary for the speech correctionist to assign short speech correction activities as "homework" for the children. Without the assistance of the parents, this important part of the speech correction program could not be carried out.

However, before parents can undertake this role, it is necessary that they have a thorough understanding of what the speech correctionist is doing and what can be expected of their child in his speech correction work. To gain such understanding, parents should

have an opportunity to observe the speech correction class in session, to observe the speech correctionist at work, and to obtain a general knowledge of some of the techniques followed in bringing about the correction of a speech problem. It is important that the parents know some pertinent points that they should keep in mind when they help their child at home with this speech problem:

1. Progress in speech correction is slow. While constructive help given at home is a big asset, it does not assure quick elimination of the speech problem.
2. The child's attention should be focused on one speech activity at a time. To skip from one activity to another will confuse the child and defeat the purpose of the speech activity.
3. Parents should not carry on the speech activities continuously. A special time each day should be designated for the child to work with his parents on the correction of the speech problem. Constant reference to and work on the speech problem may result in the development of a much more serious problem.
4. Parents should handle the speech activities in the home with a great deal of patience. Patience is the key word in every aspect of the speech correction program, but is most important in the work that the child does outside the speech correction class. Remember: correction of the problem will not be achieved in one day or one week.

Parents are not expected to introduce the child to new steps in his speech work, nor to outline new patterns of retraining for the correction of the speech problem. The speech correctionist will handle that aspect of the program. The basic function of the parents is to reinforce what the speech correctionist will initiate during the speech class. Working together, the parents and the speech correctionist will hope to achieve the prime goal of a speech correction program: elimination of the speech problem.

REFERRAL AGENCIES

Correction of a speech problem may often require the services of individuals or agencies other than the public school speech correctionist and his program. The following is a list of some of the agencies in Kentucky to which speech handicapped children can be referred for additional help beyond what they are receiving in their school speech correction programs. This list, including the addresses of these agencies, is as follows:

1. Kentucky Society for Crippled Children
   Speech and Hearing Center
   233 East Broadway
   Louisville 2, Kentucky
2. Commission for Handicapped Children
   1405 East Burnett Avenue
   P. O. Box 65, Shelby Station
   Louisville 17, Kentucky
3. Audiology Clinic
   University of Kentucky
   Lexington, Kentucky
4. Speech Center
   University of Kentucky
   Lexington, Kentucky
5. Bill Wilkerson Hearing and Speech Center
   19th Avenue South at Edgehill
   Nashville 12, Tennessee
6. Cincinnati Speech and Hearing Center
   3006 Vernon Place
   Cincinnati 19, Ohio
7. United Cerebral Palsy of Kentucky
   600 East Broadway
   Louisville 2, Kentucky
8. Speech Correction Clinic
   Ursuline College
   3105 Lexington Road
   Louisville 6, Kentucky
9. State Department of Education
   Bureau of Vocational Rehabilitation
   Frankfort, Kentucky

10. Department of Health
Division of Hearing Conservation
275 East Main Street
Frankfort, Kentucky

The above list contains only a few of the most important referral agencies in the state for speech handicapped children. Of course, there are many private agencies that can offer assistance to the public school speech correction program. However, such an agency should be thoroughly investigated before a child is referred to it.

Finally, the staff of the Division of Special Education, Department of Education in Frankfort, are always available to provide assistance to the local public school speech correction program whenever such service is requested.

BIBLIOGRAPHY OF SELECTED REFERENCES AND SOURCE MATERIALS IN SPEECH CORRECTION

It is not to be inferred from the following list of materials that those listed are the only ones which are to be recommended for use in a public school speech correction program. It is impossible to include in this guide a complete listing of all suitable materials which are presently available for use by the public school speech correctionist. The correctionist should feel free to use any materials that have a proven usefulness for speech correction activities. It is recognized that new materials become available very rapidly in this new field and that some of the new materials may possibly be of greater value than those already in use. Also, it is felt that as a new speech correctionist gains a better understanding and develops more fully in his field, he will become more and more aware of the many sources available for securing the materials to meet the specific needs of his program. Therefore, this list should be considered only as a guide toward helping the beginning speech correctionist establish his program in a successful manner.

Books:

Ainsworth, Stanley. *Speech Correction Methods*, Prentice-Hall

Arnold, Genevieve. *Speech Is Fun* (Speech Therapy in the Primary Grades). University of Houston, Speech Clinic, 1953.

Backus, Ollie and Beasley, Jane. *Speech Therapy with Children*, Houghton-Mifflin Co., Boston, Massachusetts, 1951 (revised).

Berry and Eisenson, *Speech Disorders: Principles and Practices of Therapy*. D. Appleton, Century Crofts, New York, 1956

Bryngelson, Bryng. *Know Yourself: A Workbook for Those Who Stutter*, Burgess Publishing Company, Minneapolis, Minn., 1958, Third Edition.

Eisenson and Ogilvie, *Speech Correction in the Schools*, New York, Prentice-Hall, 1957

Fairbanks, Grant. *Voice and Articulation Drill Book*, Harper and Brothers, New York (revised edition).

Gullan, *Speech Training in the Schools*, Expression Co., Magnolia, Mass.

Johnson, Brown et al, *Speech Handicapped School Children*, Revised Edition Harper, Inc. 1956.

Johnson, Wendell, *Stuttering in Children and Adults,* University of Minnesota Press, 1955
McCullough, *Work and Practice Book for Speech Improvement,* Expression Co., Magnolia, Mass.
Michaels, *Speech Fun for Everyone,* San Francisco, Fearon Publishers
Nemoy-Davis, *Correction of Defective Consonant Sounds,* Expression Co., 1937
Raubicheck, *Speech Improvement,* New York, Prentice-Hall, 1952
Schoolfield, *Better Speech and Better Reading,* Expression Co., 1937
Travis and Others, *Handbook of Speech Pathology,* Appleton-Century-Crofts, Inc., New York, 1957
Van Riper, *Speech Correction, Principles and Methods,* Third Edition, Prentice-Hall, 1954
Van Riper and Butler, *Speech in the Elementary Classroom,* New York: Harper, Inc.
Wood, *Speech Correction for Parents and Teachers,* Chicago: King Company
Wood, Sound Games, Chicago: King Company
Wood, Jingle Book, Chicago: King Company

Pamphlets:

"Speech Defects in School Children", Dept. of Public Instruction, Bismarck, North Dakota, 1949.
"Stuttering", Charles Van Riper, National Society for Crippled Children and Adults, 11 S. LaSalle Street, Chicago, Ill. 25c
"What About Speech?" Connecticut Dept. of Education, Bureau of School and Community Services, Hartford, Conn. Bulletin 62, 1954.
"Good Speech in the Elementary School", Fayette County Schools, Lexington, Kentucky.
"A Guide to Audio-Visual Materials on Speech and Hearing", Supplement #2, American Speech and Hearing Association, Speech and Hearing Clinic, Wayne University, Detroit 2, Mich. $1.00.
"Does He S-S-Stutter?" State Department of Education, Division of Special Education for Handicapped Children, Frankfort, Kentucky. Free
"? ? ? About Speech and Hearing," State Department of Education, Division of Special Education for Handicapped Children, Frankfort, Kentucky. Free
"What is Your Speech I.Q.?" State Department of Education, Division of Special Education for Handicapped Children, Frankfort, Kentucky. Free

Sources of Materials for Speech Correction:

Ed-u-Cards Manufacturing Corporation, L. E. C., New York (speech games)

Expression Company, Magnolia, Massachusetts (books and speech games)

The Gelles-Widner Company, St. Louis 5, Missouri (Dolch Cards)

Ginn & Company, 2301 Prairie Avenue, Chicago 16, Ill. (books, filmstrips and records)

Go-Mo Company, Box 143, Waterloo, Iowa (speech games, record forms, clinic equipment)

Ideal Speech Materials Association, 6218 S. Albany Avenue, Chicago 29, Ill. (speech games)

King Company, 4609 N. Clark St., Chicago 40, Ill. (books, games, clinic equipment)

National Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago 12, Ill. (films, filmstrips, booklets)

Regents Publishing Company, 45 E. 17th St., New York, New York (materials for bilingual students)

Scott, Foresman & Company, 433 E. Erie Street, Chicago 11, Ill. (books, filmstrips)

Speech Materials, Box 687, Storrs, Connecticut (Hejna Articulation Test)

Stanwix House, Incorporated, Pittsburgh 4, Pennsylvania (books, materials)

Visual Education Department, University of Missouri, 23 Jesse Hall, Columbia, Missouri (films, filmstrips)

Webster Publishing Company, St. Louis 3, Missouri (*Talking Time* materials)

Whitman Publishing Company, Racine, Wisconsin (workbooks–*See It, Say It, Do It*)

Word Making Production, P. O. Box 305, Salt Lake City 10, Utah (Warnock-Medlin Word-Making Cards and Methods Book)

APPENDIX A

Preparation–Certification

of

TEACHERS OF EXCEPTIONAL CHILDREN

Each institution desiring to offer the total program or a partial program for the preparation of teachers of exceptional children shall submit a planned program or partial program for State Board of Education approval in accordance with the following guidelines:

1. *General Education*
   All types of certificates for teachers of exceptional children shall include the same general education as is included in the program of preparation for the elementary and/or secondary teachers. (Each institution submits its program of general education through the Division of Teacher Education and Certification to the State Board of Education for approval.)

2. *Majors or Minors or General Requirements*
   If the student pursues the secondary program of teacher preparation as a basis for preparation for teaching exceptional children, the same areas, majors, and/or minors may be included as for may be in the area of special education.
   If the student follows the elementary program, the same 26 semester hours of general requirements shall be included as for elementary teachers. (See page 55, January, 1962, Bulletin, State Department of Education.)

3. *Professional Requirements and/or Specialization*
   Each of the following types of certificates may be issued upon the completion of a program developed according to Items 1 and 2 and according to the following guidelines in *professional education* and in the area of *specialization*:
   a. *Speech and Hearing* (Itinerant–the teacher works with children throughout the school or school system rather than being responsible for one classroom of children)–*Area of Preparation Professional Education and/or Specialization.* These two segments of either the elementary or secondary curriculum for preparation of teachers shall include a minimum of 30 semester hours from the following areas:

Mental Hygiene
Child Psychology
Elective in Psychology
Survey of Exceptional Children
Study of phonetics; language development, biological, psychological and social foundations of speech and hearing disorder, including anatomy, physiology and function of auditory and speech mechanism
Study of pathologies in oral communication and procedures in management of children and youth with speech and hearing disorder, including diagnosis and evaluation, therapeutic methods and materials
*Audiometry and hearing rehabilitation (hearing tests, interpretation and therapy)
Practice teaching shall include experience in both speech and hearing and part of the minimum of 200 clock hours in such experience shall be in a public school situation with children who have speech and hearing difficulties—3 semester hours
If dual certification (regular secondary or elementary, in addition to speech and hearing) is desired, 5 additional semester hours in student teaching with normal children in a regular classroom situation will be required. Also, if regular certification is desired, the secondary teacher shall have an area in speech and hearing or another minor. A college, desiring to offer an area, may plan for the 18 additional semester hours.

This program is not retroactive in relation to the persons who currently hold the certificate entitled "Speech Correction."

*9-12 semester hours suggested

APPENDIX B

CRITERIA FOR APPROVAL OF CLASSROOM UNITS FOR EXCEPTIONAL CHILDREN

The criteria for classroom units for exceptional children authorized by KRS 157.360, sub-section (5), are for the guidance of superintendents in planning instructional programs to include classroom units for the various classifications of exceptional children.

The administration and supervision of special education programs for exceptional children are the primary responsibility of the local superintendent of schools, in accordance with laws and State Board of Education regulations.

I. *GENERAL PROVISIONS*

A. Classroom units shall be allotted on the basis of an approved teacher. An approved teacher is one who devotes full-time or a fractional time to instruction for exceptional children in accordance with State Board of Education regulations pursuant to KRS 157.200-157.290 and KRS 157.360 (5). The teacher shall have the required special preparation for the type of exceptionality of the children enrolled in the unit.

B. Classroom units shall be allocated on the basis of a planned program as determined by careful study of educational needs of children with handicaps.

C. Each unit shall serve one classification of handicapped children as follows:

1. Children with crippling conditions (orthopedic crippling, accidental crippling, cerebral palsy, cardiac conditions, etc.). Children with special health problems, (rheumatic fever, nephritis, hemophelia, asthma, etc.) may be included.
2. Children who are hard of hearing.
3. Children who are deaf.
4. Children who are partially seeing.
5. Children who are blind.
6. Children with speech handicaps (faulty articulation, stuttering, delayed speech, etc.).
7. Children who are educable mentally handicapped. Children who because of retarded intellectual development, as determined by recognized standardized tests, are incapable of being educated through ordinary classroom instruction but whose intellectual ability would

indicate a degree of scholastic attainment with the benefit of special education methods and materials. Also used for reference to those mentally retarded children who may be expected to maintain themselves independently in the community as adults.
These mentally retarded children would obtain IQ scores between 50 and 75 on recognized standardized individual tests of intelligence.

8. Children who are trainable mentally handicapped.
Children who because of retarded intellectual development, as determined by recognized standardized tests, are incapable of being educated through ordinary classroom instruction or special education programs for educable mentally handicapped children but who may be expected to benefit from training in a group setting designed to further their social adjustment and economic usefulness in their homes or in a sheltered environment. Also used to refer to that group of mentally retarded obtaining IQ scores from 35 to 50 on recognized standardized individual tests of intelligence.
9. Children who are homebound by physical defects which make school attendance either in special classes or regular grades impossible may receive instruction in the home. A home instruction unit may be allotted when a qualified teacher is employed on a full-time basis. A fractional unit may be allotted in the event that a home instruction teacher is employed on a part-time basis.
10. Children who are hospitalized for care and treatment and who are able to participate in a special education program may be included in a hospital instruction program.
11. A combined program for home and hospital instruction may be established when there are not sufficient children for a full unit in either of these categories, or when it appears advantageous otherwise.
12. On the basis of the major handicap, children with multiple handicaps may be enrolled in the units which can best serve the child.

D. Classroom units for exceptional children vary in size according to the type and severity of the disability. Full-time or fractional units may be approved in accordance with State Board of Education regulations.

CATEGORY	NO. CHILDREN PER UNIT (MEMBERSHIP)
Physically Handicapped Crippled and Special Health Problems (Class)	8-20
Home Instruction	
(County District)	8-12
(Independent District)	8-12
Hospital Instruction	8-12
Mentally Handicapped	
Educable (Class)	15-20
Trainable (Class)	6-12
Visually Handicapped	
Partially Seeing (Class)	10-20
Blind (Class)	8-12
Hearing Handicapped	
Hard of Hearing (Class)	10-20
Deaf (Class)	8-12
Speech Handicapped	75-100 per week
Neurologically Impaired	6-8

II. *QUALIFIED PERSONNEL*

A. Units may be allotted to districts meeting the requirements of KRS 157.360 (5), KRS 157.200-157.290, and State Board of Education regulations.

1. An approved teacher for classroom units for exceptional children shall have the Special Education Certificate appropriate to the classification of children in the instructional unit; or teachers employed prior to April 12, 1952 may teach classes for exceptional children "on any valid teaching certificate in the area of special education in which he has been employed and/or in which he has had previous experience".
2. The teacher of home instruction and/or hospital instruction may serve on a regular elementary certificate if the majority of the children are of elementary school age or on a secondary certificate if the majority of the children

are of high school age. It is recommended that these teachers qualify for special education certificates. (See Certification Bulletin).

B. Selective employment procedures should be used in securing personnel for classroom units for exceptional children. While persons having the appropriate certificate will be employed to teach handicapped children, it is important that the teacher have particular competency in recognizing the child as an individual; skill in individualizing and organizing the curriculum for meaningful and socially useful experiences; understanding the social and emotional problems of the child and helping him in the development of acceptable social patterns of behavior; ability to counsel with the child, his parents and others who come in contact with him; and proficency in devolping practical self-sufficiency in the child.

III. *PLANNED PROGRAM*

A. The planned program for children with exceptionalities should provide for:

1. Effective, accurate identification including diagnosis of defect by appropriate professional authority, and proper classification as to defect and ability.
2. Necessary adjustment of the curriculum to meet individual as well as group needs and abilities.

IV. *FACILITIES*

A. An appropriate instructional program for exceptional children must include the needed facilities, special equipment and materials, and proper supervision.

1. Classroom units shall be located in a regular elementary or secondary school, dependent upon the age range of the pupils. The location of a classroom unit in other facilities must have approval from the Division of Special Education, and the Division of Buildings and Grounds, State Department of Education. Classrooms shall meet the standards for regular classrooms, as specified in State Board of Education regulations, Chapter 22.
2. Materials and special equipment needed for the maximum educational development of exceptional children.
3. Transportation when necessary.

Approved by State Board of Education June 13, 1962

APPENDIX C

Form HC-9

SPEECH CORRECTION UNIT REPORT

School District_____ Unit Allocation_____ School Year_____

Speech Correctionist_____ Certificate Type & Number_____

WEEKLY SCHEDULE BY SCHOOLS

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

NAME OF SCHOOL	No. Enrolled	NAME OF SCHOOL	No. Enrolled
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	
		TOTAL	

_____
Superintendent of Schools

Date _____

Division of Special Education
State Department of Education
Frankfort, Kentucky

APPENDIX D

FINAL ANNUAL REPORT
FOR
SPEECH CORRECTION PROGRAMS

SCHOOL DISTRICT_____ SPEECH CORRECTIONIST_____

DATE_____

ENROLLMENT:

1. Number enrolled per week at beginning of school term_____
2. Number added during term_____ Number dismissed during term_____ Present enrollment per week_____
3. Breakdown by type of defect of enrollment:

Articulation _____	Cleft Palate _____
Delayed Speech _____	Cerebral Palsy _____
Stuttering _____	Voice Problems _____
Hearing Problems _____	Others _____

4. Number on waiting list at end of term_____

SCHEDULE:

1. Number of children taught in: Groups_____ Individually_____
2. Average size of groups_____
3. Approximate amount of class time per child per week_____
4. Number of schools visited per week_____ Number of visits per week_____
5. Approximate distance traveled per week_____ Approximate amount of time per week spent in travel_____

SUBMITTED ANNUALLY
TO
DIVISION OF SPECIAL EDUCATION
FRANKFORT, KENTUCKY

PRESENT WEEKLY SCHEDULE BY SCHOOLS

	School	Daytime	Number Enrolled
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

COORDINATION DAY ACTIVITIES

1. Length of coordination day_____
2. Breakdown of coordination activities:

   Number screened for speech_____

   Number screened for hearing_____

   Number of reports done_____ For whom_____

   Number of records kept_____ Type_____

   Number of referrals made to other agencies:

	Agency	Number Referred
For Speech:	_____	_____
	_____	_____
	_____	_____
	_____	_____
For Hearing:		
	_____	_____
	_____	_____

3. Other coordination activities:

CONFERENCES AND MEETINGS ATTENDED

1. Number of parent conferences during year_____
2. Number of teacher conferences during the year_____
3. Number of other conferences attended_____ What type_____
4. Number of professional meetings attended: In state_____ Out of [illegible]_____

   _____

   _____

   _____

5. Number of meetings attended with service clubs, community civic organizations, etc: _____ Please list.

   _____

   _____

   _____

6. Number of talks given during year_____

COMMENTS: (Include any information not covered already which may be important in evaluating your program).

APPPENDIX E

SUGGESTED TEACHER REFERRAL FORM

Child's Name_____ Birth Date_____

Room Number_____ Classroom Teacher_____

Home Address_____ Age_____

Father's Name_____ Occupation_____

Mother's Name_____ Occupation_____

Teacher's Comments:

_____

(Signature of Teacher)

_____ _____

(School) (Date)

For The Speech Correctionist

APPPENDIX F

SUGGESTED REPORT FORM TO THE CLASSROOM TEACHER

SCHOOL_____ GRADE_____ TEACHER_____

SPEECH CORRECTIONIST_____

Speech Correction is scheduled for_____ in this school. The speech period for children from your room is_____

_____

The following children are to be included in the regular Speech Correction program. A brief speech analysis may help to acquaint you with the speech problem of these boys and girls.

NAMES	SPEECH ANALYSIS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

If at any time the above children are absent on the day they are scheduled for Speech Correction, please notify the speech correctionist, so that he may plan his time accordingly. Also, if this report brings any questions to your mind concerning the above children or any children in your room who might be in need of speech correction, please do not hesitate to contact me.

_____

Speech Correctionist

APPENDIX G

SUGGESTED EDUCATIONAL HISTORY REPORT FORM

Name_____ Age_____ Grade_____ Date_____

Name of town_____ Name of school_____

Did he attend nursery school_____ Kindergarten_____ What grades were repeated_____ Age of entering school_____ Number of schools attended_____

Why were grades repeated_____

Which grades were skipped_____ Why_____

Did he like his teachers_____ Do the teachers like him_____ Does he like the other pupils_____

Does the child play well with other children_____ Does the child cooperate with other pupils_____ Is the child habitually attentive_____ Inattentive_____

Does the child like to go to school_____ Is attendance regular_____ If irregular, why_____

Achievement in school subjects:

A. Elementary	Poor	Average	Good
Reading	____	____	____
Arithmetic	____	____	____
Spelling	____	____	____
Writing	____	____	____
Language	____	____	____
Art	____	____	____
Citizenship	____	____	____

B. High School	Poor	Average	Good
English	____	____	____
Mathematics	____	____	____
Science	____	____	____
Social	____	____	____
Foreign Language	____	____	____
Industrial Arts	____	____	____
Other subjects	____	____	____
Citizenship	____	____	____

Which subjects does pupil like_____

Which subjects does he dislike_____

Has any remedial work been done in academic subjects_____ If so, what, _____ For how long_____

Success of remedial work_____

Tests that have been administered at school:

Intelligence: Name of_____ C.A.____ M.A.____ I.Q.____

Name of_____ C.A.____ M.A.____ I.Q.____

Achievement: Name of_____ Results_____

Name of_____ Results_____

Does child have a speech defect_____ Describe difficulty_____

Has any remedial work been done_____

Has the child had ear trouble_____ To your knowledge, does he have a hearing loss_____ What, if anything, has been done to correct this_____

COMMENTS: (Write on the back if you wish)_____

Signature of Principal or Teacher

Please return to
Speech Correctionist

_____

APPENDIX H

SUGGESTED CASE HISTORY REPORT FORM

Date_____

Name_____ Date of Birth_____ Sex_____

Address_____ Telephone No._____

Father's Name_____ Mother's Name_____

1. Father
   Age_____ health (good, fair, poor)_____ Living (yes or no)_____
   Education_____ Occupation_____
   Does father have speech defect?_____ If so, what type?_____
2. Mother
   Age_____ health (good, fair, poor)_____ Living (yes or no)_____
   Education_____ Occupation_____
   Does mother have speech defect?_____ If so, what type?_____
3. Number of brothers_____ Ages_____
   Number of sisters_____ Ages_____
4. Is there any history of speech disorder in the family?_____ If so, what type and persons having defect? _____
5. Was mother's period of pregnancy normal?_____ If not, how long?_____
6. Was baby delivered feet first, head first, breech first, or by Caesarian operation?
7. Did delivery necessitate use of instruments?_____
8. Were there any injuries?_____ If so, where?_____
9. Was there any difficulty in breathing?_____
10. Was child's rate of growth seemingly normal?_____ If not, why not?_____
11. Give approximate age in months at which following took place:
    First tooth_____ Full set of teeth_____ Permanent set of teeth _____ Feeding self_____
12. Do you have any other information with regard to child's development?_____
13. Please check the following diseases which the child has had, giving the approximate age of occurrence, whether serious or mild, and any noticeable effects which followed:
    Tonsilitis _____
    Whooping cough _____
    Pneumonia _____
    Scarlet fever _____
    Typhoid fever _____

Tuberculosis _____
Pleurisy _____
Chicken pox _____
Small pox _____
Influenza _____
Diphtheria _____
Measles _____
Mumps _____
St. Vitus dance _____
Convulsions _____
Rickets _____
Enlarged glands _____
Heart trouble _____
Rheumatism _____
Thyroid disturbances _____
Nervous trouble _____
Infantile paralysis _____
Any others _____

14. Does the child have any physical deformities?_____ What are they?_____
_____
15. Has the child ever been seriously injured?_____ State nature, age at injury and effects _____
16. Has the child had a complete medical examination within the past five years? _____ Give approximate date_____ Were there any specific findings, such as hearing loss or deficient eyesight?_____ If so, state _____
17. Has the child ever had psychological treatment?_____ If so, when and who gave this treatment _____
18. If child is in school, in what grade is he at present?_____
19. Are marks above average, average, or below average?_____
20. Has the child ever failed a grade?_____ Skipped?_____
21. Does he like school?_____ If not, why not?_____
_____
22. How many months old was the child when he began to say single words? _____ Simple sentences and phrases_____
23. Did anyone ever talk baby talk to the child?_____ Who?_____
24. Were the child's wants usually anticipated before he could communicate the needs? _____
25. Was he taught to speak pieces?_____ Was he often called upon to perform before strangers or friends of the family?_____ What was his usual attitude toward such demands? _____

26. Was the child generally retarded in speech development?_____

27. Do you feel that the child was overtrained or undertrained concerning speech?

_____

28. Do any members of the family tease him?_____ Playmates?_____
What are his reactions to this? _____

_____

Following is a list of common childhood problems. Indicate how often these problems occur in this child by encircling the letter which most closely describes it. **O** indicates that it occurs often, **S** indicates seldom, and **N** indicates **never.**

1.	Nervousness	O	S	N	16.	Tongue sucking	O	S	N
2.	Sleeplessness	O	S	N	17.	Hurting pets	O	S	N
3.	Nightmares	O	S	N	18.	Setting fires	O	S	N
4.	Bed wetting	O	S	N	19.	Constipation	O	S	N
5.	Playing with sex organs	O	S	N	20.	Thumb sucking	O	S	N
6.	Walking in sleep	O	S	N	21.	Face twitching	O	S	N
7.	Shyness	O	S	N	22.	Fainting	O	S	N
8.	Showing off	O	S	N	23.	Strong fears	O	S	N
9.	Refusal to obey	O	S	N	24.	Strong hates	O	S	N
10.	Rudeness	O	S	N	25.	Queer food habits	O	S	N
11.	Fighting	O	S	N	26.	Temper tantrums	O	S	N
12.	Jealousy	O	S	N	27.	Whining	O	S	N
13.	Selfishness	O	S	N	28.	Running away	O	S	N
14.	Lying	O	S	N	29.	Destructiveness	O	S	N
15.	Smoking	O	S	N	30.	Stealing	O	S	N

31. How did the child's associates (parents, etc.) react to these problems?_____

_____

32. How is the child usually disciplined and who does it? _____

_____

33. What types of discipline are most effective? _____

_____ Least effective? _____

34. Please describe defect as closely as possible_____

_____

_____

_____

APPENDIX I

SUGGESTED INDIVIDUAL FILE CARD FORM

Name _____ Birth Date _____
Address _____ School _____
_____ Grade _____
_____ Phone _____

Examination Findings

Articulation _____ Vision _____
Rhythm _____ Motor Coordination _____
Voice _____ Oral Examination _____
Hearing _____ I.Q. _____
Comments:
Diagnosis: _____
Prognosis: _____
Therapy Began: _____
Disposition: _____
Speech Correctionist: _____

APPENDIX J

SUGGESTED REPORT FORM FOR PARENTS

Dear Parent,

This letter is written to inform you that your child has been enrolled in Speech class at _____School. _____attends Speech_____a week for a_____minute period.

If, throughout the year, you would like to see me concerning your child's speech my office is in the_____ which is located at_____. I am usually there between the hours of_____and_____ each weekday afternoon. I will be more than glad to help you in any way that I can.

Sincerely,
Speech Correctionist

Dear Mrs._____,

_____ has been working on the_____sound with the speech correction group. If at all possible, I would like for you to visit us on _____. I would like to show you what we are doing, and discuss a possible program for carry-over at home.

Thank you,
Speech Correctionist